Growth and Fixed Mindset Norms (G/FMN) Framework: School and Classroom Culture

	Growth Mindset Norms*	Fixed Mindset Norms*
1	Teachers provide academic challenges for all Students taught to embrace/seek challenges and persist in the face of setbacks	Teachers do not provide academic challenges for all Students permitted to avoid challenges and give up easily
2	Teachers and students state, "Oh! I like a challenge!" or something similar	Teachers and/or students state, "This is too hard. I give up." or something similar and is unaddressed
3	Teachers and students see/communicate that effort and practice are the path to mastery Teachers and students acknowledges getting smart/intelligent from effort	Teachers and students see/communicate that effort is fruitless due to ability and talent being innate Teachers and students state, "I'm just not a math person." or something similar
4	Teachers give incremental clues and cues when students are not there yet and during questioning Students in cooperative settings help, but don't tell/do for others Teachers never do something for a child that the child can do for themselves in a learning situation	Teachers dispense information to students Teachers give answers when students don't have them Students in cooperative settings tell answers, allow copying or do the work for others Teachers bail out students who struggle (by telling and/or doing the task for the student)
5	Teacher models and teaches persistence Teachers use wait time and encourage all to be patient during thinking opportunities Students persist in thinking exercises until complete Students are allowed to have ample think and do time during activities Students seek help only after giving true effort	Teacher models giving up No or not enough thinking and/or doing time given Teachers go with first student to come up with an answer or allows calling out (not unison calls) Students give up during thinking exercises Students ask for help without true effort applied repeatedly to an activity
6	Teachers and students praise and give feedback on effort and strategy Teachers give incremental and specific feedback during lessons and on student products Teachers and students communicate that they learn from criticism/feedback and are accepting of it	Teachers and students praise and give feedback on intelligence/smartness, correctness and/or behavioral compliance Teachers give right and wrong feedback mostly Teachers and students ignore/avoid giving and receiving useful criticism and feedback
7	Teachers models being wrong as being a big learning opportunity Students are taught to embrace mistakes and the learning that comes from them Students are made to feel comfortable being wrong in public	Teachers shows a dislike for mistakes Teachers promote a feeling of wrong being bad and/or to avoid being wrong in public Students communicate that being wrong is bad (ridicule) Teachers and students hide being wrong (helpless techniques)
8	Teachers and students show when others succeed they find learning and inspiration in their success	Teachers and students show when others succeed they are threatened by their success
9	Teachers and students see/communicate that assignments and assessments are about learning and personal growth	Teachers and students see/communicate that assignments and assessments are about comparison/ranking and grades
10	Teachers provide performance tasks and constructed response type activities	Teachers give activities and measures designed to compare, rank and grade students
11	Teachers and students recognize and/or celebrate personal growth The school has systems to celebrate personal growth at least as much as celebrations of top achievers	Teachers and students recognize and celebrate top achievers/achievement only The school primarily has systems to reward top achievers

*All norms can be viewed also as messages written on assignments, texts, novels, videos, posters, walls, bulletin boards, announcements, flyers, newsletters, websites, phone calls, staff development materials, etc.